EDUCATIONAL PSYCHOLOGIST, 27(4), 545–547
Copyright © 1992, Lawrence Erlbaum Associates, Inc.

Author Index to Volume 27

Abbott, Robert D. See Berninger, Virginia W.
d'Ailly, Hsiao H.
Asian Mathematics Superiority: A Search for Explanations 243
Alexander, Patricia A.
Domain Knowledge: Evolving Themes and Emerging Concerns 33
Andrews, David See Dunn, Bruce
Berliner, David
Telling the Stories of Educational Psychology 143
Berninger, Virginia W.
A Developmental Neuropsychological Perspective for Reading and Writing Acquisition 415
Berninger, Virginia W.
The Unit of Analysis and the Constructive Processes of the Learner: Key Concepts for Educational Neuropsychology 223
Calfee, Robert
Refining Educational Psychology: The Case of the Missing Links 163
Carver, Sharon M.
Learning by Hypermedia Design: Issues of Assessment and Implementation 385
Clancey, William J. See Roschelle, Jeremy
Clements, Andrea C. See Iran-Nejad, Asghar
Cognition and Technology Group at Vanderbilt
The Jasper Series as an Example of Anchored Instruction: Theory, Program Description, and Assessment Data 291
Connell, Tim See Carver, Sharon M.
Dunn, Bruce
Metacontrol: A Cognitive Model of Brain Functioning for Psychophysiological Study of Complex Learning 455
Dunn, Denise See Dunn, Bruce
Erickson, Julie See Carver, Sharon M.
Finkel, Elizabeth See Stewart, Jim
Garner, Ruth
Learning From School Texts 53

Geisenger, Kurt F.
The Metamorphosis of Test Validation 197
Goldsmith, Lynn T. See Hancock, Chris
Goodenow, Carol
Strengthening the Links Between Educational Psychology and the Study of Social Contexts 177
Graham, David Jeffrey See Schneider, Walter
Hafner, Robert See Stewart, Jim
Hancock, Chris
Authentic Inquiry With Data: Critical Barriers to Classroom Implementation 337
Hart, Teresa M. See Berninger, Virginia W.
Hidi, Suzanne See Iran-Nejad, Asghar
Iran-Nejad, Asghar
Comments by Guest Editors: Reconceptualizing Relevance in Education From a Biological Perspective 407
Iran-Nejad, Asghar
The Figure and the Ground of Constructive Brain Functioning: Beyond Explicit Memory Processes 473
Johnson, Susan See Stewart, Jim
Kagan, Dona M.
Implications of Research on Teacher Belief 65
Kaput, James J. See Hancock, Chris
King, Alison
Facilitating Elaborative Learning Through Guided Student-Generated Questioning 111
King, Alison See Pressley, Michael
Klausmeier, Herbert J.
Concept Learning and Concept Teaching 267
Languis, Marlin L.
Luria's Theory of Brain Functioning: A Model for Research in Cognitive Psychophysiology 493
Languis, Marlin L. See Dunn, Bruce
Lesgold, Alan M. See Lajoie, Susanne P.
Lajoie, Susanne P.
Dynamic Assessment of Proficiency for Solving Procedural Knowledge Tasks 365
Lehrer, Richard See Carver, Sharon M.
Marsh II, George E. See Iran-Nejad, Asghar
Martin, Vicki See Pressley, Michael
Menke, Deborah See Pressley, Michael
Miller, Daniel C. See Languis, Marlin L.

Pressley, Michael
Encouraging Mindful Use of Prior Knowledge: Attempting to Construct Explanatory Answers Facilitates Learning 91
Roschelle, Jeremy
Learning as Social and Neural 435
Schneider, Walter
Introduction to Connectionist Modeling in Education 513
Snow, Richard E.
Aptitude Theory: Yesterday, Today, and Tomorrow 5
Stewart, Jim
Science as Model Building: Computers and High School Genetics 317
Wittrock, Merlin C.
An Empowering Conception of Educational Psychology 129
Wittrock, Merlin C.
Generative Learning Processes of the Brain 531
Wittrock, Merlin C. See Iran-Nejad, Asghar
Woloshyn, Vera E. See Pressley, Michael
Wood, Eileen See Pressley, Michael